

**CDA, NSO and Paraeducator requirements**

<b>CDA Competency Goals</b>	<b>CDA Functional Areas</b>	<b>New Staff Orientation (NSO) Training modules</b>	<b>Paraeducator</b>
COMPETENCY GOAL I - To establish and maintain a safe, healthy learning environment	1.Safe: Candidate plans a safe, healthy environment to prevent & reduce injuries.	<ul style="list-style-type: none"> <li>• Creating a Safe Space for Children</li> <li>• Regulations</li> <li>• Hand Washing and Toileting</li> <li>• Healthy Environments</li> <li>• Nap and Rest Times</li> <li>• Meaningful Mealtimes</li> <li>• Emergency Procedures</li> </ul>	<p>22.6(5) Applicants shall have the following competencies so that, under the direction &amp; supervision of a qualified classroom teacher, the paraeducator will be able to:</p> <p>a. Support a safe, positive teaching &amp; learning environment .....</p> <p>22.6(5) a.(1) Follow prescribed health, safety, &amp; emergency school &amp; classroom policy &amp; procedures.</p> <p>22.6(5) a.(4) Assist with special health services.</p>
	2. Healthy: Candidate promotes good health & nutrition & provides an environment that contributes to the prevention of illness.		<p>22.6(5) Applicants shall have the following competencies so that, under the direction &amp; supervision of a qualified classroom teacher, the paraeducator will be able to:</p> <p>a. Support a safe, positive teaching &amp; learning environment .....</p> <p>22.6(5) a.(1) Follow prescribed health, safety, &amp; emergency school &amp; classroom policy &amp; procedures</p> <p>22.6(5) a.(2 )As directed, prepare and organize materials to support teaching and learning.</p>
	3. Learning Environment: Candidate uses space, relationships, materials& routines as resources for constructing an interesting, secure & enjoyable environment that encourages play, exploration & learning.		<p>22.6(5) Applicants shall have the following competencies so that, under the direction &amp; supervision of a qualified classroom teacher, the paraeducator will be able to:</p> <p>a. Support a safe, positive teaching &amp; learning environment .....</p> <p>22.6(5) a.(2 )As directed, prepare and organize materials to support teaching and learning.</p> <p>22.6(5) a (7) Assist in maintaining a motivational environment.</p> <p>22.6(5) a.(8) Assist in various instructional</p>

			<p>arrangements (e.g., large group, small group, tutoring).</p> <p><i>b.</i> Assist in the development of physical and intellectual development including the following competencies:</p> <p>(1) Assist with the activities and opportunities that encourage curiosity, exploration, and problem solving that are appropriate to the development levels and needs of all children.</p> <p><i>c.</i> Support social, emotional, and behavioral development including the following competencies:</p> <p>(6) Assist in modifying the learning environment to manage behavior.</p> <p><i>e.</i> Integrate effectively the technology to support student learning including the following competencies:</p> <p>(1) Establish an environment for the successful use of educational technology.</p>
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CDA Competency Goals	CDA Functional Areas	New Staff Orientation (NSO) modules	Paraeducator
COMPETENCY GOAL II –To advance children's physical and intellectual development	4. Physical: Candidate provides a variety of equipment, activities & opportunities to promote physical development	<ul style="list-style-type: none"> <li>Physical Development</li> </ul>	<p><i>22.7(1) Early childhood—prekindergarten through grade 3.</i> The paraeducator shall successfully complete the following list of competencies so that under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:</p> <p><i>b.</i> Assist in the development of physical and intellectual development including the following competencies:</p> <ul style="list-style-type: none"> <li>(1) Assist with the activities and opportunities that encourage curiosity, exploration, and problem solving that are appropriate to the development levels and needs of all children.</li> <li>(2) Actively communicate with children and provide opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.</li> <li>(3) Actively communicate and support high expectations that are shared, clearly defined and appropriate.</li> <li>(4) Make and document observations appropriate to the individual with specific learning needs.</li> <li>(5) Use strategies that promote the learner's independence.</li> </ul> <p><i>e.</i> Demonstrate effective strategies and techniques to stimulate cognitive, physical, social, and language development in the student</p>
	5. Cognitive: Candidate provides activities & opportunities that encourage curiosity,	<ul style="list-style-type: none"> <li>Language Development</li> <li>Thinking Skills</li> </ul>	22.6(5) Applicants shall have successfully completed the following list of competencies so that, under the direction and supervision of a qualified classroom

	<p>exploration &amp; problem solving appropriate to the developmental levels &amp; learning styles of children.</p>		<p>teacher, the paraeducator will be able to:</p> <p><i>a.</i> Support a safe, positive teaching and learning environment including the following competencies:</p> <ul style="list-style-type: none"> <li>(2) As directed, prepare and organize materials to support teaching and learning.</li> <li>(3) Use strategies and techniques for facilitating the integration of individuals with diverse learning needs in various settings.</li> <li>(5) Assist in adapting instructional strategies and materials according to the needs of the learner in content areas including, but not limited to, reading, writing and mathematics.</li> <li>(6) Assist in gathering and recording data about the performance and behavior of individuals.</li> <li>(7) Assist in maintaining a motivational environment.</li> <li>(8) Assist in various instructional arrangements (e.g., large group, small group, tutoring).</li> <li>(9) Demonstrate knowledge in the content areas of reading, writing and mathematics.</li> </ul> <p><i>b.</i> Assist in the development of physical and intellectual development including the following competencies:</p> <ul style="list-style-type: none"> <li>(1) Assist with the activities and opportunities that encourage curiosity, exploration, and problem solving that are appropriate to the development levels and needs of all children.</li> <li>(3) Actively communicate and support high expectations that are shared, clearly defined and appropriate.</li> </ul>
	<p>6. Communication: Candidate Actively communicates with children &amp; provides opportunities &amp; support for children to understand, acquire &amp; use verbal &amp;</p>		<p>22.6(5) Applicants shall have successfully completed the following list of competencies so that, under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:</p>

	nonverbal means of communicating thoughts & feelings.		<p><i>b.</i> Assist in the development of physical and intellectual development including the following competencies:</p> <p>(1) Assist with the activities and opportunities that encourage curiosity, exploration, and problem solving that are appropriate to the development levels and needs of all children.</p> <p>(2) Actively communicate with children and provide opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.</p> <p><b>22.7(1) Early childhood—prekindergarten through grade 3.</b> The paraeducator shall successfully complete the following list of competencies so that under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:</p> <p><i>a.</i> Reinforce skills, strategies, and activities involving individuals or small groups</p> <p><i>e.</i> Demonstrate effective strategies and techniques to stimulate cognitive, physical, social, and language development in the student.</p>
	7. Creative: Candidate provides opportunities that stimulate children to play with sound, rhythm, language, materials, space & ideas in individual ways & express their creative abilities.		<p><b>22.7(1) Early childhood—prekindergarten through grade 3.</b> The paraeducator shall successfully complete the following list of competencies so that under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:</p> <p><i>a.</i> Reinforce skills, strategies, and activities involving individuals or small groups.</p> <p><i>e.</i> Demonstrate effective strategies and techniques to stimulate cognitive, physical, social, and</p> <p><i>b.</i> language development in the student</p>

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CDA Competency Goals	CDA Functional Areas	New Staff Orientation (NSO) modules	Paraeducator
COMPETENCY GOAL III –To support social & emotional development and to provide positive guidance.	8. Self : Candidate provides physical and emotional development and emotional security for each child and helps each child to know, accept, and take pride in himself or herself and to develop a sense of independence.	<ul style="list-style-type: none"> <li>• Supervision of Children</li> <li>• Communicating With Children</li> <li>• Nurturing and Caring Adults</li> <li>• Development of Self</li> <li>• Social Development</li> <li>• Behavior Management</li> <li>• Transitions</li> </ul>	<p><b>22.6(5) Applicants shall have successfully completed the following list of competencies so that, under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:</b></p> <p><i>a.</i> Support a safe, positive teaching and learning environment including the following competencies:</p> <ul style="list-style-type: none"> <li>(3) Use strategies and techniques for facilitating the integration of individuals with diverse learning needs in various settings.</li> <li>(5) Assist in adapting instructional strategies and materials according to the needs of the learner in content areas including, but not limited to, reading, writing and mathematics.</li> <li>(6) Assist in gathering and recording data about the performance and behavior of individuals.</li> <li>(7) Assist in maintaining a motivational environment.</li> </ul> <p><i>b.</i> Assist in the development of physical and intellectual development including the following competencies:</p> <ul style="list-style-type: none"> <li>(2) Actively communicate with children and provide opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings..</li> <li>(4) Make and document observations appropriate to the individual with specific learning needs.</li> <li>(5) Use strategies that promote the learner’s independence.</li> </ul>
	9. Social - Candidate helps each child feel accepted in the group, helps children learn	<ul style="list-style-type: none"> <li>• Adjusting to the New Center</li> </ul>	<p><b>22.6(5) Applicants shall have successfully completed the following list of competencies so that, under the direction and supervision of a</b></p>

	to communicate and get along with others, and encourages feelings of empathy and mutual respect among children and adults		<p><b>qualified classroom teacher, the paraeducator will be able to:</b></p> <p><i>a.</i> Support a safe, positive teaching and learning environment including the</p> <p>(3) Use strategies and techniques for facilitating the integration of individuals with diverse learning needs in various settings.</p> <p>(5) Assist in adapting instructional strategies and materials according to the needs of the learner in content areas including, but not limited to, reading, writing and mathematics.</p> <p><i>c.</i> Support social, emotional, and behavioral development including the following competencies:</p> <p>(2) Assist in developing and teaching specific behaviors and procedures that facilitate safety and learning in each unique school setting.</p> <p>(3) Assist in the implementation of individualized behavior management plans, including behavior intervention plans for students with disabilities.</p> <p>(4) Model and assist in teaching appropriate behaviors as a response to inappropriate behaviors.</p>
	10. Guidance: Candidate provides a supportive environment in which children can begin to learn and practice appropriate and acceptable behaviors as individuals and as a group	<ul style="list-style-type: none"> <li>• The Early Childhood Classroom</li> <li>• Working with Children in a Group Setting</li> <li>• Play and the Young Child</li> <li>• Learning through Play</li> <li>• Child Development</li> </ul>	<p><i>c.</i> Support social, emotional, and behavioral development including the following competencies:</p> <p>(1) Provide a supportive environment in which all children, including children with disabilities and children at risk of school failure, can begin to learn and practice appropriate and acceptable behaviors as individuals and groups.</p> <p><b>22.7(1) Early childhood—prekindergarten through</b></p>



			<p><b>grade 3.</b> The paraeducator shall successfully complete the following list of competencies so that under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:</p> <ul style="list-style-type: none"> <li><i>a.</i> Reinforce skills, strategies, and activities involving individuals or small groups.</li> <li><i>e.</i> Demonstrate effective strategies and techniques to stimulate cognitive, physical, social, and language development in the student.</li> <li><i>f.</i> Gather information as instructed by the classroom teacher about the performance of individual children and their behaviors, including observing, recording, and charting, and share information with professional colleagues.</li> </ul>
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CDA Competency Goals	CDA Functional Areas	New Staff Orientation (NSO) modules	Paraeducator
<p>COMPETENCY GOAL IV –To establish positive and productive relationships with families.</p>	<p>11. Families: Candidate maintains an open, friendly, and cooperative relationship with each child's family, encourages their involvement in the program and supports the child's relationship with his or her family</p>	<ul style="list-style-type: none"> <li>• Communication with Parents</li> <li>• Parent Partnerships</li> </ul>	<p><b>22.6(5) Applicants shall have successfully completed the following list of competencies so that, under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:</b></p> <p><i>d.</i> Establish positive and productive relations including the following competencies:</p> <ul style="list-style-type: none"> <li>(2) Maintain an open, friendly, and cooperative relationship with each child's family, sharing information in a positive and productive manner.</li> </ul> <p><i>d.</i> Establish positive and productive relations including the following competencies:</p> <ul style="list-style-type: none"> <li>(2) Maintain an open, friendly, and cooperative relationship with each child's family, sharing information in a positive and productive manner.</li> <li>(4) Foster respectful and beneficial relationships between families and other school and community personnel.</li> </ul> <p><b>22.7(1) Early childhood—prekindergarten through grade 3.</b> The paraeducator shall successfully complete the following list of competencies so that under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:</p> <ul style="list-style-type: none"> <li><i>b.</i> Participate as a member of the team responsible for developing service plans and educational objectives for parents and their children</li> <li><i>c.</i> Listen to and communicate with parents in order to gather information for the service</li> </ul>

			<p>delivery team.</p> <p><i>d.</i> Demonstrate knowledge of services provided by health care providers, social services, education agencies, and other support systems available to support parents and provide them with the strategies required to gain access to these services</p> <p><i>g.</i> Communicate and work effectively with parents and other primary caregivers.</p>
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CDA Competency Goals	CDA Functional Areas	New Staff Orientation (NSO) modules	Paraeducator
<p>COMPETENCY GOAL V –To ensure a well-run, purposeful program responsive to participant needs.</p>	<p>12. Program Management: Candidate is a manager who uses all available resources to ensure an effective operation. The Candidate is a competent organizer, planner, record keeper, communicator, and a cooperative coworker.</p>	<p>Observing and Recording Children's Behavior</p>	<p><b>22.6(5) Applicants shall have successfully completed the following list of competencies so that, under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:</b></p> <ul style="list-style-type: none"> <li><i>a.</i> Support a safe, positive teaching and learning environment including the following competencies: <ul style="list-style-type: none"> <li>(6) Assist in gathering and recording data about the performance and behavior of individuals.</li> </ul> </li> <li><i>b.</i> Assist in the development of physical and intellectual development including the following competencies: <ul style="list-style-type: none"> <li>(4) Make and document observations appropriate to the individual with specific learning needs.</li> <li>(6) Assist in monitoring progress and providing feedback to the appropriate person.</li> </ul> </li> </ul> <p><b>22.7(1) Early childhood—prekindergarten through grade 3.</b> The paraeducator shall successfully complete the following list of competencies so that under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:</p> <ul style="list-style-type: none"> <li><i>b.</i> Participate as a member of the team responsible for developing service plans and educational objectives for parents and their children.</li> <li><i>d.</i> Demonstrate knowledge of services provided by health care providers, social services, education agencies, and other support systems available to support parents and provide them with the strategies required to gain access to these services.</li> </ul>

			<p><i>f.</i> Gather information as instructed by the classroom teacher about the performance of individual children and their behaviors, including observing, recording, and charting, and share information with professional colleagues.</p>
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CDA Competency Goals	CDA Functional Areas	New Staff Orientation (NSO) modules	Paraeducator
COMPETENCY GOAL VI–To maintain a commitment to professionalism..	13. Professionalism: Candidate makes decision based on knowledge of early childhood theories & practices. Candidate promotes quality in child care services. Candidate takes advantage of opportunities to improve competence, both for personal & professional growth & for benefit of children & families.	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Team Communication/Working Together</li> <li>• Professionalism</li> <li>• Job Stress</li> </ul>	<p><b>22.7(1) Early childhood—prekindergarten through grade 3.</b> The paraeducator shall successfully complete the following list of competencies so that under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:</p> <ul style="list-style-type: none"> <li><i>b.</i> Participate as a member of the team responsible for developing service plans and educational objectives for parents and their children.</li> <li><i>c.</i> Listen to and communicate with parents in order to gather information for the service delivery team.</li> <li><i>d.</i> Demonstrate knowledge of services provided by health care providers, social services, education agencies, and other support systems available to support parents and provide them with the strategies required to gain access to these services.</li> </ul> <p><b>22.6(5) Applicants shall have successfully completed the following list of competencies so that, under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to</b></p> <p><i>f.</i> Practice ethical and professional standards of conduct on an ongoing basis including the following competencies:</p> <ul style="list-style-type: none"> <li>(1) Demonstrate a commitment to share information in a confidential manner.</li> <li>(2) Demonstrate a willingness to participate in ongoing staff development and self-evaluation, and apply constructive feedback.</li> </ul>

			(3) Abide by the criteria of professional practice and rules of the board of educational examiners. .
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